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ABSTRACT

The study examined implementation of the Dean's Grant Projects which funded institutions of higher education to change their preservice teacher education programs and the capabilities of teacher education faculty to incorporate skills necessary for mainstreaming handicapped students. The Concerns-Based Adoption Model was used to investigate two key dimensions of the change process in educational settings--stages of concern about the innovation and levels of use of the innovation. Five research questions were formulated: what does each project director see as the project objectives and activities; what activities have faculty and administrators been involved in; what are the key issues facing Dean's Grant Projects individually and collectively; what are the present stages of concern of faculty and administrators in regard to the Dean's Grant Mainstreaming Project at each institution; and what are the present levels of use of the Dean's Grant Projects for the sample of eleven representative administrators and faculty at each institution? Data were collected via survey instruments and interviews. Among study results were the following: there was strong commitment on the part of the project director leadership; in general, the projects were doing what they were supposed to do; there had been a rich variety of activities within projects; it appeared that most of the project sponsored activities have dealt with awareness, orientation, and toolup, with much less emphasis on implementation; project leaders selected very modest minimum criteria for determining use vs. nonuse of a Dean's Grant Project; and it was not possible to document change with a one time snapshot of project activity. Appended are sample survey forms and interview questions. (SB)

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AN EXPLORATORY STUDY OF IMPLEMENTATION OF DEAN'S GRANT PROJECTS IN THE SOUTHEAST

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AN EXPLORATORY STUDY OF IMPLEMENTATION OF DEAN'S GRANT PROJECTS IN THE SOUTHEAST

SECTION I: INTRODUCTION

At the time that this study was undertaken, the first "Dean's Grant Projects," funded by the Bureau of Education for the Handicapped in 1975, were just completing their third year of activities. Other Dean's Grant Projects had been operational for two years and still others had been ongoing for only one year. Several were completing their final year of operation. It is projected that over the next several years, additional institutions of higher education will receive project funding. Thus, it is timely to examine the accomplishments, problems, findings and issues that have resulted from the development and operation of the present projects.

Federally mandated change in education is not new; it has been occurring regularly for the last 10-15 years. The enactment of Public Law 94-142, which provides funds for the Dean's Grant Projects is an unusual and exciting step forward in the federal funding scene. For the first time, a law passed mandating a drastic change in the functioning of schools also gave attention to the fact that the change would require new training, resources and technical assistance for teachers in the context of teacher preservice preparation. In his forward to the book, Teacher Education: Renegotiating Roles for Mainstreaming, (Grosenick & Reynolds, 1978), Maynard Reynolds summarized the consequences of the legislation for teacher preparation:

> The legislative enactments mandating the public schools to follow certain new principles in the delivery of educational services to children with special learning needs indirectly are necessitating changes in the conceptualization of teacher-preparation programs. To help some colleges of education to explore the processes through which

such changes can be best achieved, the Bureau of Education for the Handicapped initiated, in 1975, the program of Dean's Grant Projects (p. iii).

The Dean's Grant Projects, then, have funded institutions of higher education to implement changes in their preservice teacher education program and in the capabilities of the teacher education faculty, objectives which are unique and near precedent-setting. In addition, the grants have another unique quality. The funding is made directly to the deans. Thus, the key authority figure of the educational institution is openly designated as directly responsible for implementing mainstreaming components in the institution's preservice and inservice teacher education programs.

Three years, later questions are being raised about the effects of the Dean's Grants. How much institutional change has been accomplished and at what rate? What problems have arisen? What are the implications for future policy? These and other questions are on the minds of many people involved in various aspects of the educational process. This study attempts to explore some of those questions.

The following sections of this report describe the theory behind the study and the research plan, methodology and findings. Five study questions were formulated and are addressed in detail. The report concludes with a synthesis of findings, and a discussion of issues related to policy, practice, and future research.

Readers of this report must keep in mind that this was an exploratory study, offering recommendations of a formative nature. There is no intention to make final judgements about the success or failure of the Dean's Grant Projects. Rather, it is hoped that the findings stimulate further thought and research, and that this can serve to refine and encourage what has already been working well.

SECTION II: THEORETICAL RATIONALE

Related Research

The process of change in a variety of settings has been increasingly the focus of research. Recent studies have brought about some new understanding of the change process but have also further revealed some complexities.

The Rand report (Berman & McLaughlin, 1978), a policy study of the effects of federally funded change projects, found that the innovations being adopted were "mutually adapted" by most users. The evaluation of the National Diffusion Network (Emrick, Peterson & Agarwala-Rogers, 1977), documented the key role played by change facilitators in terms of successful adoption. Concurrently, at the Texas R&D Center, researchers have documented the importance of the individual innovation user to the success of change processes. Researchers at the Oregon R&D Center, (Runkel, Schmuck, Arends & Francisco, 1978) have found evidence to support the importance of group problem-solving skills to successful change in schools.

Although all of these recent studies have approached research on change from different frames of reference, there is at least one overwhelming commonality among them. In all cases, "change" as experienced by innovation adopters is viewed as a process, not as an event. Teachers (and teacher educators) do not use an innovation just because a decision-maker makes an announcement, Congress passes a law, or the innovation materials are delivered to the classroom. Rather, there is an extended process of gradual behavior change with regard to the innovation.

The Concerns-Based Adoption Model (CBAM) is a model being developed at the Texas R&D Center to describe the dynamic process of change in educational settings (Hall, Wallace & Dossett, 1973). As a part of the CBAM research, two key dimensions of that process have been studied that focus on the individual: Stages of Concern

About the Innovation (SoC) and Levels of Use of the Innovation (LoU). These dimensions provide a set of generic checkpoints for monitoring the progress of individuals as a change is considered, adopted, implemented, and adapted. These dimensions were selected in this study as two critical variables to examine in order to better understand the workings of the Dean's Grant Projects.

Stages of Concern

To be "concerned" means to be in a mentally aroused state. In CBAM research, the generic name given to the issue, problem, challenge, or object of change is the "innovation." In this study, the innovation is the integration of the concepts of mainstreaming into regular teacher education programs.

Depending on one's closeness to and involvement with an innovation, one's concerns will be different in type as well as in intensity. Many types, or levels of concerns can be experienced concurrently; however, there are normally differential degrees of arousal. With each person, certain demands of the innovation are perceived as being more important than others at a given time. Thus, the degree of arousal (intensity) of the different types of concerns will vary from individual to individual. CBAM research has led to the identification of seven Stages of Concern which are experienced by persons involved in innovation adoption and implementation. The seven Stages of Concern About an Innovation have been defined, as shown in Table 1.

Four years of research on the concerns of individuals involved in the adoption and implementation of innovations have demonstrated that predictable changes in concerns do occur over time (Rutherford, 1977). Figure 1 shows hypothetical concerns of nonusers, inexperienced users, and experienced users. The intensity of Awareness, Informational, and Personal concerns (Stages 0-3) consistently decrease as individuals implement the innovation. Management

Table 1

STAGES OF CONCERN ABOUT THE INNOVATION*

0 *AWARENESS:* Little concern about or involvement with the innovation is indicated.

1 *INFORMATIONAL:* A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2 *PERSONAL:* Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3 *MANAGEMENT:* Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

4 *CONSEQUENCE:* Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

5 *COLLABORATION:* The focus is on coordination and cooperation with others regarding use of the innovation.

6 *REFOCUSING:* The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

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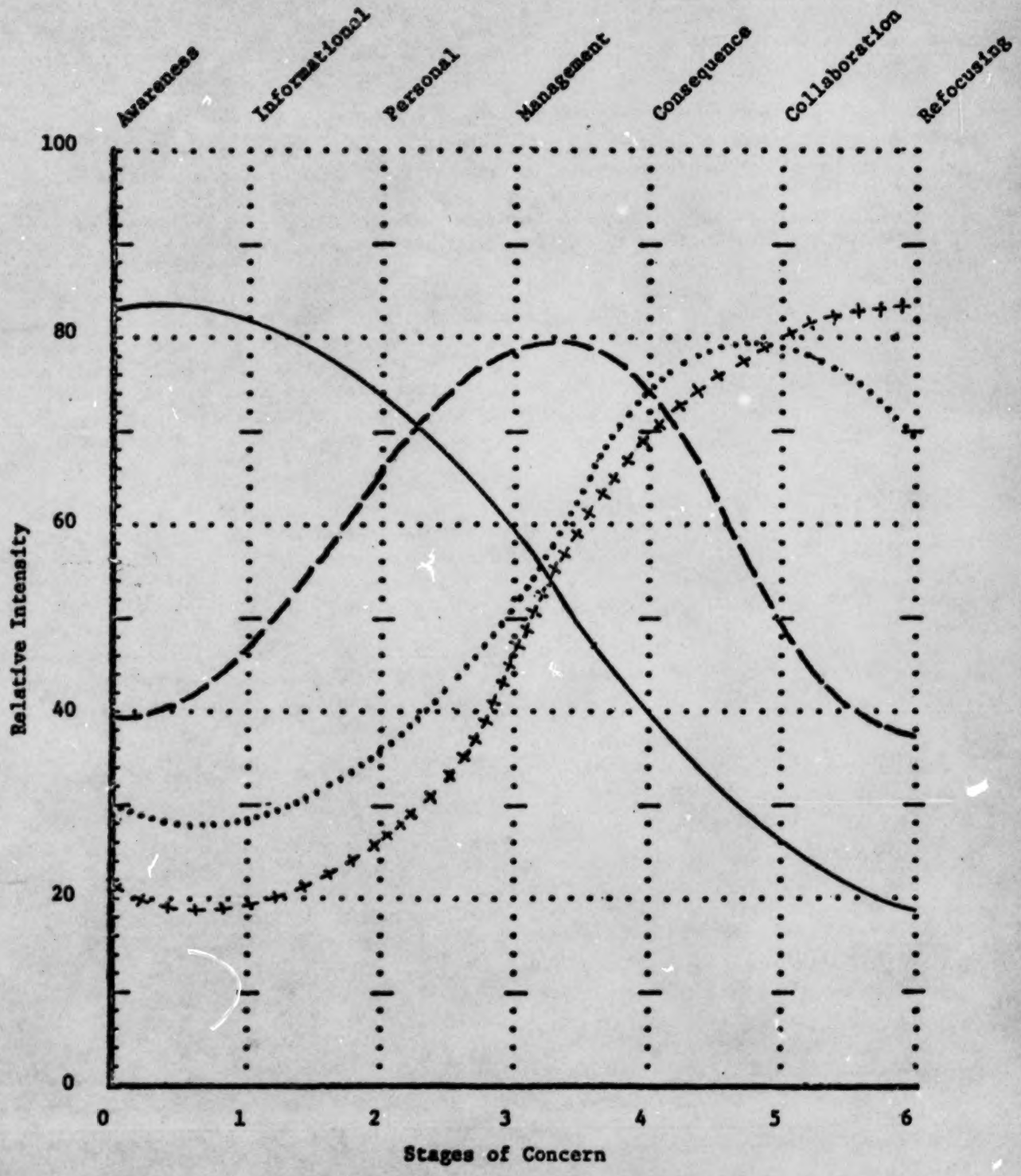
*Original concept from Hall, G. E., Wallace, R. C., Jr., & Dossett, W. A. A developmental conceptualization of the adoption process within educational institutions. Austin: Research and Development Center for Teacher Education, The University of Texas, 1973.

Figure 1

Hypothesized Development of Stages of Concern



concerns (Stage 3), typically low before use begins, become the dominant concern with initial use, and decrease with experience. With time, if the innovation is appropriate and the change effort is supported, concerns at Stages 4, 5, and 6 may become more intense. These concerns have to do with the impact of the innovation on students.

To restate the above discussion simply, there appears to be a developmental movement through concerns stages, from no concern with the innovation, to concerns related to self, to task, and finally to impact. Stages of Concern are one important dimension for diagnosing and monitoring the change process.

Levels of Use

The Levels of Use of the Innovation (LoU) dimension of the Concerns-Based Adoption Model describes what individuals are actually doing with respect to a given program, product, or "innovation."

In Table 2 the eight Levels of Use of the Innovation (Hall, Loucks, Rutherford & Newlove, 1975) are defined. Operational definitions of each level and seven categories of user behavior which cut across the levels have been formulated (LoU Chart, 1975).

In general it is proposed that an individual begins at Level 0, Nonuse, when they are not doing anything related to the innovation. Later, an individual may be "orienting" him/herself to the innovation. First use of the innovation is generally "mechanical" in nature. Following the establishment of a "routine" pattern of use some individuals may take actions to "refine" their use of the the innovation.

In the CBAM, Stages of Concern describe the person's perceptions about and feelings toward the innovation. Levels of Use describes his behaviors with the innovation and is the second key diagnostic dimension.

Table 2

Levels of Use of the Innovation*

Levels of Use	Definition of Use
0 NONUSE	State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.
I ORIENTATION	State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system.
II PREPARATION	State in which the user is preparing for first use of the innovation.
III MECHANICAL USE	State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.
IVA ROUTINE	Use of the innovation is stabilized. Few, if any, changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.
IVB REFINEMENT	State in which the user varies the use of the innovation to increase the impact on clients within the immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.
V INTEGRATION	State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.
VI RENEWAL	State in which the user reevaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.

*From the LoU Chart. Austin: Research and Development Center for Teacher Education, The University of Texas at Austin, 1975.

SECTION III: STUDY DESIGN

This study has been undertaken to explore some of the processes and effects of currently operating Dean's Grant Projects. Specifically, five research questions have been formulated:

1. What does each project director see as the project objectives and activities?
2. What activities have faculty and administrators been involved in?
3. What are the key issues facing Dean's Grant Projects individually and collectively?
4. What are the present Stages of Concern of faculty and administrators in regard to the Dean's Grant Mainstreaming Project at each institution?
5. What are the present Levels of Use of the Dean's Grant Projects for the sample of eleven representative administrators and faculty at each institution?

Participating Institutions

Eleven Dean's Grant Projects in the southeastern United States[1] comprised the study sample. Support for the study was coordinated by the National Support System Project at the University of Minnesota. The study was coordinated by a collaborative effort by staff from the University of Florida, Appalachian State University and the R&D Center for Teacher Education at the University of Texas at Austin. The study also received support and assistance from each of the study projects.

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[1] Alabama A&M University, Appalachian State University, George Peabody College, North Carolina Central University, Stetson University, Tennessee State University, University of Alabama, University of Florida, University of Miami, University of North Carolina, University of Southern Mississippi.

Data Sources

Descriptive data were collected with a survey instrument from project directors to obtain personal perceptions about (1) project activities and objectives, and (2) faculty and administrator involvement. Research Questions 1 and 2 were addressed in this questionnaire. In all, six survey forms were returned and analyzed.

Additional descriptive data were gathered by interviews with key administrators and faculty members at the participating institutions. The interviews provided data for Questions 1, 2, 3, and 5. Individuals interviewed were both administrators and faculty, and had varying degrees of involvement with the project. More specifically, administrators were: deans, project directors, or chairpersons of secondary, elementary, or special education departments. Faculty interviewed included: two that were highly involved in the project, two that were moderately involved, and two that were minimally involved. In all, eighty-six interviews were conducted with eleven persons at seven of the eleven sites, and with nine persons at one other site.

A third group of staff (N = 295) completed an instrument designed to measure stages of concern about a given innovation (Question 4). This sample included those faculty and administrators at each site who were currently or could potentially be involved in integrating the concepts of mainstreaming into their courses or administrative work.

Instrumentation

Three instruments were used to gather these data: (1) Documentation survey; (2) the Levels of Use Interview; (3) the Stages of Concern Questionnaire. Each of these will be described below.

Documentation Survey

A survey form was sent to project directors which asked for identification of ten major activities in each project. Respondents were also asked to provide descriptive data about these activities, including the primary target and number of individuals involved, objectives, type of activities, and time lines. Project directors were also asked to list the three "best" activities and suggest reasons for their successful impact. (See Appendix A for a sample of the survey form.)

Stages of Concern Questionnaire (SoCQ)

The Stages of Concern Questionnaire (SoCQ) was designed to provide a measure of Stages of Concern About the Innovation. The development and validation of the SoCQ have been documented (Hall, George & Rutherford, 1977). Coefficients of internal reliability (alphas) range from .64 to .83 and test-retest reliabilities range from .65 to .86.

Once collected and processed, SoCQ data can be interpreted at several different levels of detail and abstraction. The simplest form of interpretation is to identify the highest stage score. A more exacting interpretation can be formulated by examining the complete profile (Profile Interpretation). A study of the percentile scores for all seven stages and an interpretation of the patterns of the "highs" and "lows" and their interrelationships can produce a very rich picture for clinical use[2].

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[2]Regardless of interpretational procedure (peak score vs. profile), one caution must be provided. No interpretation can be assumed to represent the "ultimate truth" about a client's or subject pools' concerns about an innovation. Interpretations are only as valid as the measure, the quality of the questionnaire responses, and the skill of the interpreter. Therefore, all interpretations must be viewed as hypotheses which can be confirmed or rejected only by the questionnaire respondent.

Peak scores and profile interpretations all can be done with both individual or group data. Obviously, the larger the group, the less sensitive to individual differences the composite group interpretation will be.

Interpretation of SoCQ data is based directly on the Stages of Concern definitions that were presented in Table 1. The stage scores are directly related to the stage definitions, with the relative intensity of concern being indicated by the percentile score. The higher the score, the more intense the concerns at that stage. The lower the score, the less intense the concerns at that stage[3].

Levels of Use Interview

Levels of Use of the Innovation (LoU) are measured through a twenty minute "focused" interview (Loucks, Newlove & Hall, 1975). The interviewer does not ask a specific list of predetermined, presequenced questions, but rather uses a branching technique derived from the defined decision points which separate each use level. Further information is gathered by probing for behaviors within the seven categories. The interview is conversational in tone; yet, it yields much detail information that can be used to place the individual at a particular Level of Use.

Satisfactory interrater reliabilities and documentation of validation have been reported (Hall & Loucks, 1977). Interrater reliabilities have been assessed on several occasions and range from .85 to .95. A unique feature of this study

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[3]Higher and lower scores are not absolute, however, but are relative to the other stage scores for that individual. Thus, a 51st percentile for one person may represent that individual's highest score and, therefore, his/her most intense Stage of Concern; the same percentile score for another person may represent his/her lowest stage score, a stage of minimal concern.

was that rather than having LoU interviews done by an independent evaluation agency, leadership staff in the Dean's Grant Projects were trained to conduct the LoU interviews at a project site other than their own. Clearly, there are trade-offs in employing such a strategy. There is an increased chance of observer bias from using individuals involved in similar projects. At the same time, there is also the chance for increased understanding and "ownership" of the results of the study and increased sophistication in their application of the findings.

Additional Interview Questions

In addition to conducting a standard LoU interview, interviewers also asked a series of questions about project objectives, activities, and related issues. A specially designed rating sheet was used to assist the interviewer in recording both LoU information and the responses to the project objectives and activity questions. (See Appendix B for a copy of the rating sheet.)

Interviewer Training

One person from each project site, either the dean or the project director, was responsible for data collection. Fourteen persons were trained as Levels of Use interviewers. Because of the time constraints, it was necessary to abbreviate typical LoU interviewer training, so standards for reliability were lowered and interviewers were encouraged to use some shortcut methods, deemed acceptable in an exploratory study.

Interviewers received two days of group training, conducted by UTR&D staff, which included an in-depth study of the definitions of each Level of Use, the rating of LoU interview tapes, and techniques of interviewing for LoU. At the conclusion of the training, interrater agreement on the rating of two reliability interview tapes was 54%, with a reliability coefficient of .99.

Establishing Minimum Criteria for Use

In order to assess Levels of Use, minimum criteria must be set beforehand to describe innovation "use." Because there was such variation in the objectives and approaches taken in each Dean's Grant Project, it was necessary for each project to set its own criteria for use. These varied from a guest lecture about mainstreaming in a course to required student participation in several hours of experiences with exceptional children. These criteria were established by each project and were shared with the interviewer as a basis for assessing LoU.

Procedures

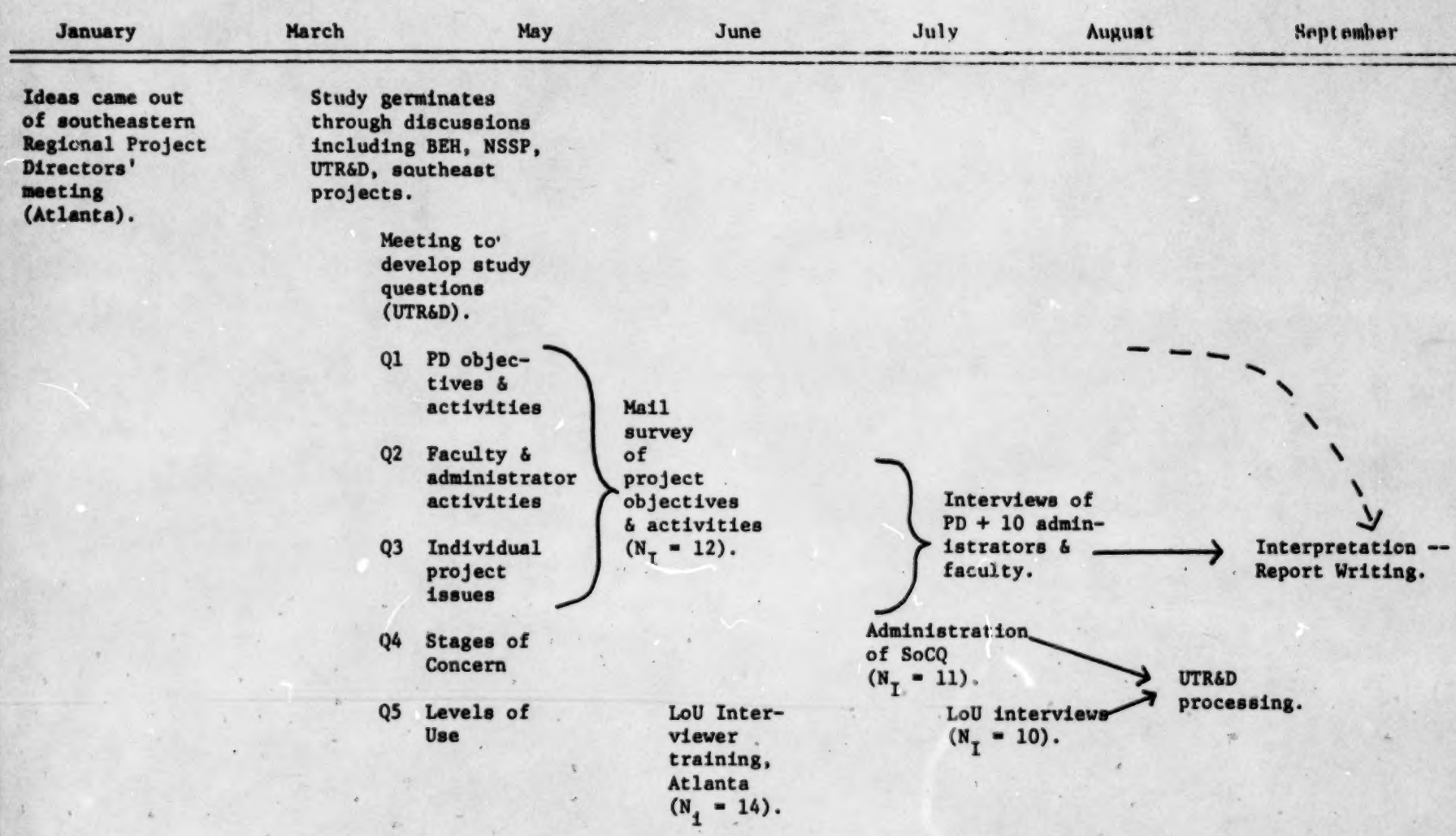
Figure 2 presents a time line of the major activities of the study. The study was initiated in early 1978. By May, the five study questions had been delineated. The documentation survey form was developed and mailed to project directors soon afterward. In June, training of project personnel in Levels of Use interviewing took place. Stages of Concern Questionnaires were administered and interviews conducted during July and August. These data were then sent to UTR&D for processing.

The concerns data were scored utilizing a computer program designed for that purpose (Hall, George & Rutherford, 1977), resulting in a concerns profile for each respondent, for each department where specified, and for each institution as a whole. Profile interpretations were made by UTR&D staff and letters sent to each project director discussing the findings for that institution. In addition, Levels of Use distributions were developed for each institution, and for faculty and administrator groups.

Survey data were analyzed along with qualitative information gathered from additional questions from the LoU interview. Summary statements and observations

Figure 2

OVERALL TIME LINE/DESIGN


January
March
May
June
July
August
September
Ideas came out of southeastern Regional Project Directors' meeting (Atlanta).
Study germinates through discussions including BEH, NSSP, UTR&D, southeast projects.
Meeting to develop study questions (UTR&D).
Q1 PD objectives & activities
Q2 Faculty & administrator activities
Q3 Individual project issues
Q4 Stages of Concern
Q5 Levels of Use
Mail survey of project objectives & activities (N_I = 12).
LoU Interviewer training, Atlanta (N_I = 14).
Interviews of PD + 10 administrators & faculty.
Administration of SoCQ (N_I = 11).
LoU interviews (N_I = 10).
UTR&D processing.
Interpretation -- Report Writing.

made by interviewers were also added to this qualitative data set. The authors then met in September interpret the data and draft this report.

SECTION IV: RESULTS

Director's Perceptions About Objectives and Activities

The first question to be answered from this study was, "What does each project director see as the project objectives and activities?"

To answer this question, directors in the eleven participating institutions were asked to complete a documentation survey (See Appendix A). The survey requested the project directors to identify the ten activities considered by them to have had the greatest impact, and to identify for each its type, purpose, population targeted, number of people receiving services, and amount of printed material disseminated. In addition, the project director was asked to rank the ten activities and list, with a rationale, the top three choices. Subsequent analysis of these data indicates that project directors identified nine general activity areas as most impactful:

1. Conferences/Seminars/Workshops/Retreats. Specific activities were: workshops and seminars for local education agencies; seminars, workshops, retreats, and cooperative meetings for college faculty; conference for deans; workshops for student teachers; conferences and workshops for student teacher supervisors; and a CEC institute.

2. Development of Curriculum Materials. Specific materials identified were: modules, directories of instructional materials and resources, teaching materials, and a television series.

3. Publication Dissemination. Specific publications identified were monographs, articles, and newsletters.

4. Development of Conceptual Modules. Specific modules developed included models for shared practicums, teacher centers, college staff development, and collaborative efforts.

5. Teacher Education Program Course Changes. Specific academic activities identified were graduate and undergraduate add-on courses, and the integration of special course work into existing courses.

6. Identification of Teacher Competencies. There were no specific activities identified.

7. Advisory Council Meetings. There were no specific activities identified.

8. Promote Interuniversity Development. There were no specific activities identified.

9. Development of a Field Site for the Study of Practical Application Problems. There were no specific activities identified.

Project-sponsored activities delineated above appear to deal with communications, information dissemination and sharing, and materials preparation. Such efforts might build awareness among participants about the innovation pending adoption and promote a clearer, stronger focus on it or preparation for it. These types of activities appear to contrast with those which structure very specific steps for incorporating the innovation.

Project directors were asked to rank order those activities identified as impactful in the documentation survey, and to explain their top three choices. These selections varied, but appeared to be clustered into 2 general areas: 1) activities for preservice education, and 2) staff development activities for higher education faculty.

Indeed, this rank ordering did not seem particularly meaningful, since choices were quite varied and inconsistent. This, perhaps, reflects not only the creativity of project leaders, but also diverse expectations or lack of clearcut guidelines in translating the intent of the law into practice in a specific setting.

Among the nine general activity areas delineated by survey respondents, six general goals could be determined. Those goals, and the frequency with which each was specified are shown below:

Activity Objective	Frequency Specified
Staff development	41
--for college faculty	24
--for inservice populations	15
--for college administrators	2
Stimulate change in teacher preparation program	21
Improve curriculum content	17
Product development	13
Improve program procedures	11
Improve/facilitate present teacher preparation program	9

"Staff development" was specified the most often as a project objective. College faculty were targeted the most often, followed by inservice populations. Specific objectives within the general goal area of staff development were to increase awareness (N=26), change attitudes (N=20), change overt behaviors (N=19), and increase the knowledge base (N=4). Other desired outcomes mentioned (N=1) were to increase skills in individualized instruction, continue growth, further skills (in general), legitimatize the project, develop a conceptual mode, provide training, assess needs and identify problems.

Further, the survey data indicated that 4,949 individuals were either receiving services or benefitting in some way from project activities. A total of 30,000 single pages of print and 12,789 copies of booklets, articles, monographs and other publications had been disseminated.

Staff Involvement

The second questions to be answered was, "What activities have faculty and administrators been involved in?" To answer the question, information was gathered by the documentation survey and during interviews with project directors, faculty, and administrators. Analysis of interview data paralleled that collected by documentation surveys, the analysis of which generated nine general areas of activities, with further specification within each. These data were also examined for information regarding activity objectives. Again, analyses yielded results like that of the documentation survey, but delineated a third objective. The 3 major groupings were:

1. Change in teacher education. The most frequent objective reported was that of changing teacher education programs.

2. Faculty development. The second most frequent objective was related to staff development for teacher educators, particularly in the area of information dissemination.

3. Materials development. The need for upgrading curriculum materials for teacher education courses was the third objective most frequently cited. Development of modules, course syllabi, new courses, and classroom materials for both preservice teachers and inservice teachers were specified.

It was noted that faculty interviews identified more objectives than did the project directors and administrators. Some faculty however, were unfamiliar with the Dean's Grant or knew about it but could not state any objectives. Others saw the grants as funding sources to provide resource persons for their classes, service to the institution, or assistance to the local education agency.

Problems and Issues

The third question asked by the study was, "What are the key issues facing Dean's Grant Projects individually and collectively?" An examination of interview indicated that one issue was consistently noted. That issue asked this question: "To what degree is each professional group (special educators and regular teacher educators) responsible for integrating the concepts of mainstreaming into the regular teacher education programs?" Further, it asks: "Which group is in command?" Differing opinions were noted, but the issue is, apparently, unresolved, offering confirmation about the difficulty of interpreting and implementing a complex law.

The most frequently mentioned problem was related to faculty involvement. Factors identified as adversely affecting faculty involvement were lack of information, personal considerations, insufficient rewards, not enough time, inadequate resources, and the absence of an adequate support system.

Two other general problems were mentioned. The first dealt with the question about how the practices being presented to new teachers would ultimately impact children. Finally, the problems revolving around the implementation of an innovation were noted.

Stages of Concern

The fourth question of this study asks "What are the present Stages of Concern of faculty and administrators in regard to Dean's Grant Mainstreaming Projects at each institution?" To answer this question the SoCQ (described previously) was administered to 295 staff members in the eleven participating institutions. Data about Stages of Concern are reported in the following narrative 1) for the entire sample, and 2) for each institution.

The Pooled Sample

The majority of respondents (N=215) expressed their highest concerns on either the Awareness, Informational, or Personal concerns, Stages 0-2 (See Table 3). Of the remaining number, nearly one-half (N=39) were most highly concerned about Collaboration (Stage 5). Other respondents' highest scores were at Stage 4 (Consequence, N=20), Stage 3 (Management, N=9), and Stage 6 (Refocusing, N=12).

The Stages of Concern profile for the total sample is shown in Figure 3. For the most part, the profile reflects the distribution of highest Stage of Concern.

Findings by Site

In general, each site's concerns data parallel those in the other sites. Each site contains a majority of respondents whose highest concerns were at the Awareness, Informational, and Personal stages (Stages 0-2) and another grouping of respondents who expressed highest concerns about Collaboration (Stage 5). These SoC profiles are summarized in Table 4. The profiles are very similar to the total group profile which is illustrated in Figure 3. Profiles from each site do warrant a short discussion in order to point out some of the unique characteristics which exist in the data.

Table 3

Distribution of Individuals' Highest Stage of Concern for Each of the Eleven Institutions and the Total Sample

Institution	Highest Stage of Concern							N
	0	1	2	3	4	5	6	
1	1	1	1	0	2	1	0	6
2	8	8	7	1	1	3	0	28
3	10	8	5	3	2	3	1	32
4	3	3	2	0	2	4	2	16
5	16	12	9	3	0	4	1	45
6	4	1	3	0	1	5	1	15
7	23	20	9	1	4	3	3	63
8	10	2	7	0	4	9	2	34
9	6	5	7	1	1	2	1	23
10	1	0	1	0	0	2	0	4
11	12	7	3	0	3	3	1	29
Total	94	67	54	9	20	39	12	295
	AWARENESS	INFORMATIONAL	PERSONAL	MANAGEMENT	CONSEQUENCE	COLLABORATION	REFOCUSING	

Figure 3

Composite Concerns Profile for Entire Dean's Grant Mainstreaming Sample

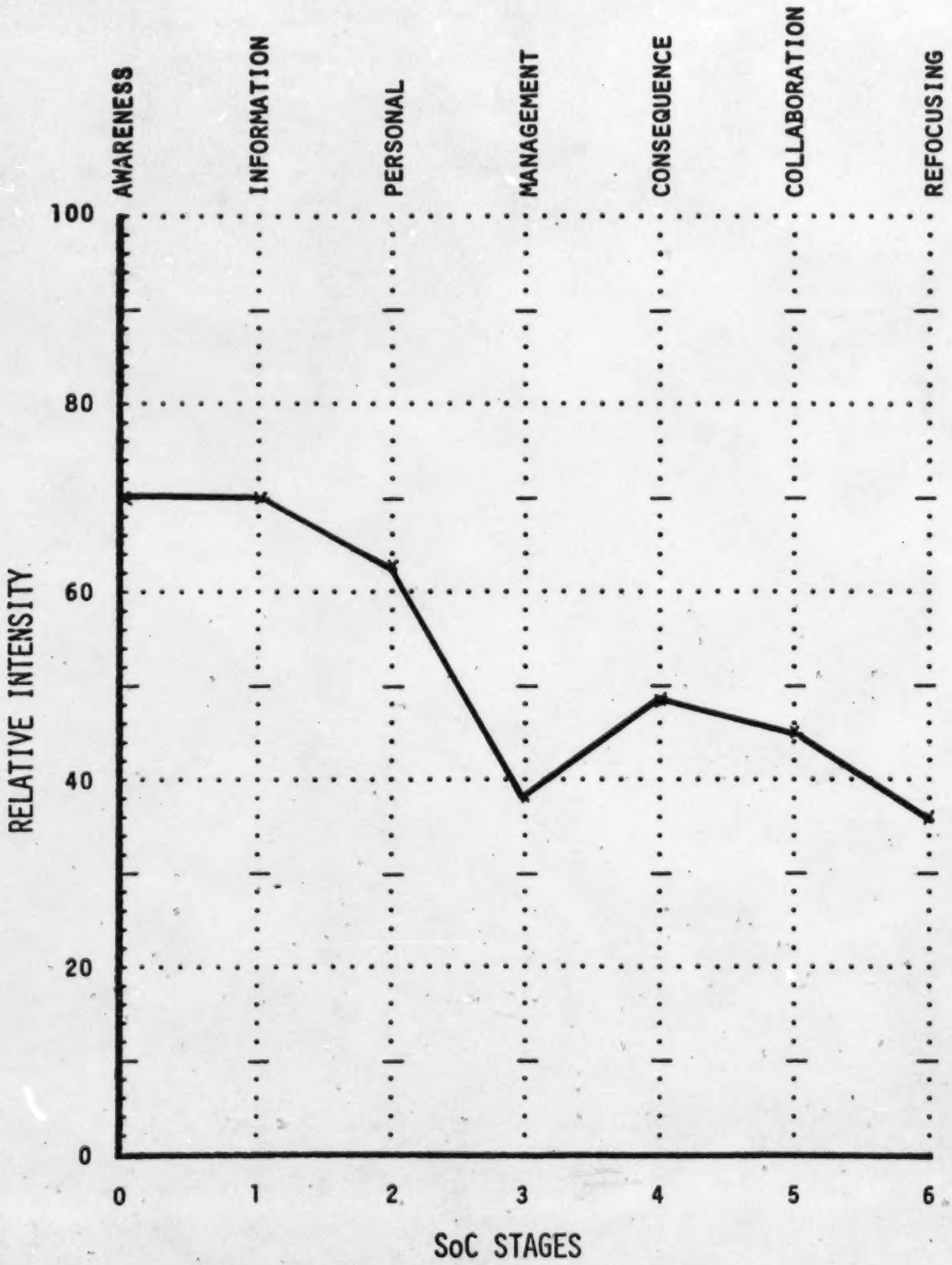


Table 4

Stage of Concern Percentiles for Each Site and the Total Sample

Institution	Stage of Concern 0	1	2	3	4	5	6
1	56	48	42	36	58	50	36
2	75	73	68	40	54	51	30
3	77	83	78	56	56	48	51
4	58	57	52	25	50	42	41
5	71	68	61	37	39	39	25
6	59	63	58	44	53	61	38
7	76	69	62	38	46	39	33
8	58	68	67	38	60	55	50
9	65	68	66	43	48	48	37
10	72	82	81	39	55	69	44
11	70	68	58	29	43	40	29
Average	70	69	64	39	49	46	36
	AWARENESS	INFORMATIONAL	PERSONAL	MANAGEMENT	CONSEQUENCE	COLLABORATION	REFOCUSING

Site 1 (N=6). The SoC percentiles for Site 1 indicate somewhat lower Awareness, Informational, and Personal concerns (Stage 0-2) than those of the other institutions. Concerns about Consequence (Stage 5) were actually the highest, with Awareness (Stage 0) concerns very close in magnitude. This indicates that these respondents were aware of the Dean's Grant Project and were concerned about its impact on students. Management (Stage 3) and Refocusing (Stage 6) scores were very low. This suggests that, at the time of data collection respondents were not burdened by management of the project and did not wish to modify or replace it. Even the highest concerns are fairly low, which suggests that these respondents were fairly comfortable with the project as it was currently operating.

Site 2 (N=28). The profile for Site 2 reflects a high level of Awareness, Informational, and Personal concerns (Stage 0-2). Concerns about Management and Refocusing (Stage 3 and 6) are, again, very low. This profile indicates that most respondents were aware of the Project, were interested in learning more about it, and had some concerns about its potential effect on them (e.g., on their professional role). The low Stage 3 and 6 concerns indicate that the innovation was not perceived as overly demanding in terms of time and management, and few respondents cared to modify or replace it.

Site 3 (N=32). The profile for Site 3 indicates intense Informational, Personal, and Awareness concerns. Also, of the eleven sites, this one expressed the most intense Management and Refocusing concerns (Stage 3 and 6), which implied a more active involvement with the project in terms of day to day management and execution.

Site 4 (N=16). Awareness, Informational, and Personal concerns were the most intense at Site 4, but even these were moderate compared to other sites. Similarly, management concerns were lower than for other institutions. These scores indicate that respondents were very comfortable with the operation of the project at their institution; were open to information about it, and were least concerned about the time demands.

Site 5 (N=45). The respondents from Site 5 expressed high Awareness, Informational, and Personal concerns (Stage 0-2), low Management and Refocusing concerns (Stage 3 and 6), and only slightly higher Consequence and Collaboration concerns (Stage 4 and 5). This profile indicates that the respondents had some knowledge of the project and were interested in learning more. They did not seem to be apprehensive about changes which might accompany a fuller implementation.

Site 6 (N=15). Concerns about Collaboration (Stage 5) were higher at Site 6 than at any other site, and essentially were equal to the highest concerns within that site, (Informational concerns, Stage 2). This profile indicates a desire to learn more about the Dean's Grant Project and to share experiences with others.

Site 7 (N=63). Respondents at Site 7 expressed their most intense concerns on the Awareness, Informational, and Personal stages (Stage 0-2). Concerns about Management, Collaboration, and Refocusing (Stage 3, 5, and 6) were very low. This profile interpretation essentially parallels that for site 2.

Site 8 (N=34). Site 8 had relatively low Awareness concerns (Stage 0), but moderately high Informational, Personal, and Consequence concerns (Stage 1, 2, and 4). Management concerns (Stage 3) are low. This profile indicates a desire to learn more about the project, accompanied by some apprehension about potential changes, and a concern about effects on students. There was a wide diversity of concerns within Site 8 which will be discussed later.

Site 9 (N=23). Respondents at Site 9 indicated highest concerns on the Awareness, Informational, and Personal stages (Stage 0-2). Concerns were fairly low on the other stages. This profile is very similar to that for Site 2, and indicates that respondents have some knowledge of the innovation, would like to know more, including about how the project will impact them personally.

Site 10 (N=4). These respondents scored very high on Informational and Personal concerns (Stage 1 and 2); they were also high on the Awareness and Collaboration stages (Stage 0 and 5). Concerns about Management and Refocusing (Stage 3 and 6) are, again, quite low. The intense Informational and Personal concerns may indicate an apprehension about changes which these respondents anticipate should the project be more fully implemented. The high Awareness and Collaboration concerns suggest a desire to share experiences with the innovation with others.

Site 11 (N=29). Site 11 respondents also expressed their most intense concerns on the Awareness, Informational, and Personal stages. Concerns about Management and Refocusing were, again, very low. The interpretation of this profile is essentially the same as that for site 2.

Comparison Between Sites

The SoC data from the eleven sites is very similar. Concerns profiles are mostly bimodal. There appear to be two groups of people at each institution, in terms of concerns; a small group 10-30%) who have more intense Collaboration concerns (Stage 5), and the majority who have "nonuser" concern profiles. The latter profiles generally indicate an openness and a desire for more information about the innovation and potential effects on them. Interestingly, Management concerns are practically nonexistent, suggesting that either use is very low, or that the change facilitators are effectively attending to any management problems.

The eleven sites can be divided into three groups based on the amount of diversity of concerns which were expressed by respondents in different departments within each institution. Three sites (1, 6, 10) contain few respondents or did not provide departmental identification. In four sites (2, 4, 5, 7) the

departmental profiles are all very similar to the composite profile; very little variety exists between departments in these institutions. Within the other four sites (3, 8, 9, 11) a great deal of variety in concerns exists between departments.

Site 8 provides a good example of the diversity which can exist between departments within a single institution. Group one, the Administration, Supervision, and Higher Education Departments has a nonuser concerns profile very similar to the profile for the entire sample (see Figure 4). Group two, the Special Education Department, on the other hand, has a concerns profile very characteristic of users of an innovation, with some respondents expressing concerns typical of individuals about to begin use. The Elementary Education and Secondary Education Departments (not shown) expressed concerns similar to group two. Reading and Media respondents' concerns resemble those of group one.

The concerns profile of group two in Figure 4 is representative of the concerns of all respondents who expressed their highest concerns about Consequence, Collaboration or Refocusing (Stage 4, 5, and 6). These individuals also expressed high Informational and Personal concerns (Stage 1 and 2) which indicates that respondents are still seeking information about the innovation and are concerned about how it might potentially affect them.

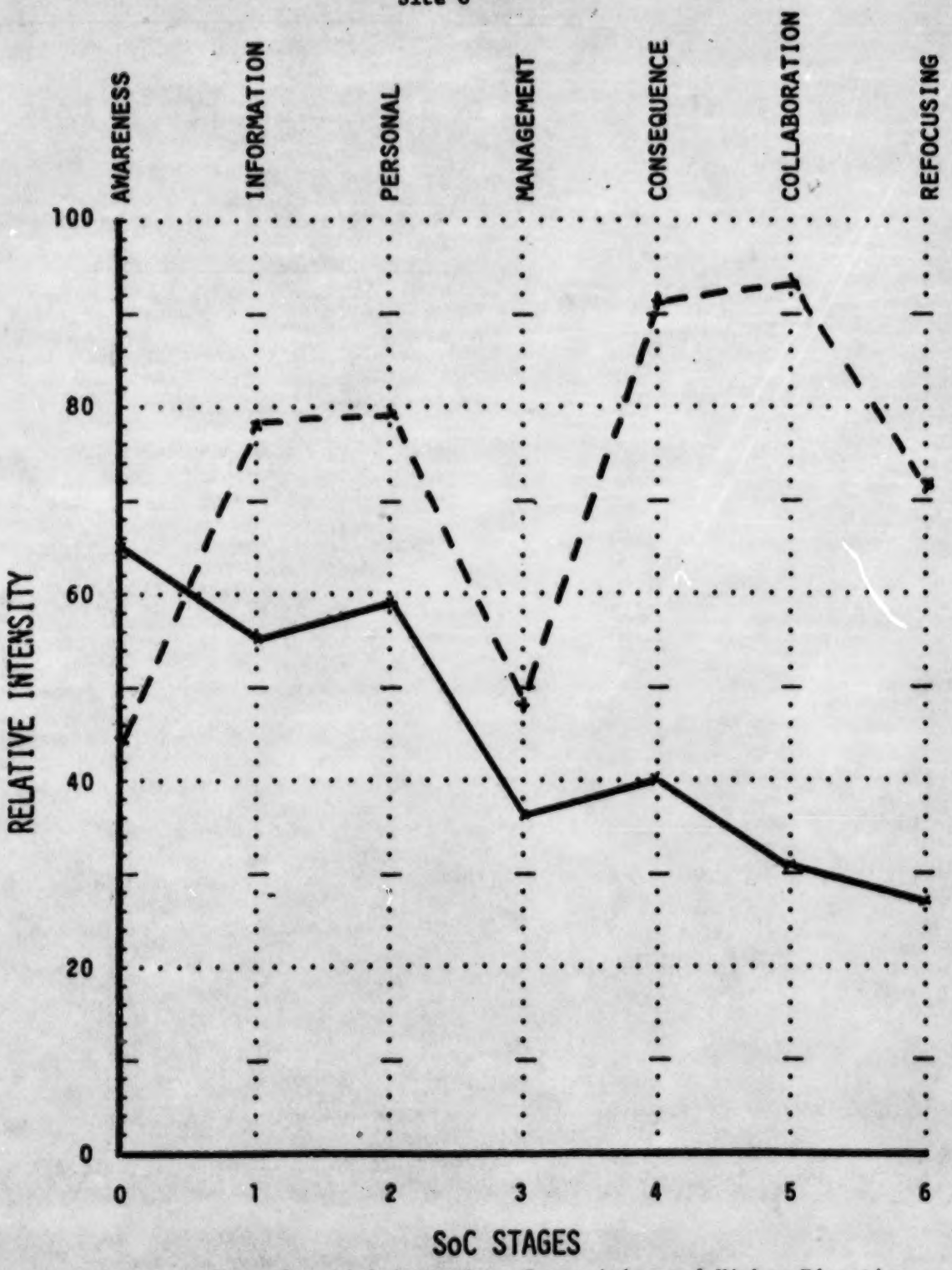
The low Refocusing concerns (Stage 6) indicate an acceptance of the Dean's Grant Project in its current form.

Levels of Use

The fifth study question asks "What are the present Levels of Use of the Dean's Grant Project for a sample of representative administrators and faculty at each institution?" To answer this question, LoU interviews were conducted with various persons with ranging involvement in the program at eight of the eleven participating institutions. The reader must keep in mind that at each

Figure 4

Stage of Concern Profile for Two Department Groups at Site 8



Group 1: Administration, Supervision and Higher Education Department

Group 2: Higher Education Department

site a cross-sectional sample of involved and uninvolved individuals were to be interviewed.

Findings by Site

Table 5 reports the Levels of Use distributions for each of the nine institutions. Interpretations follow below.

Site 1. The minimum criteria set for defining innovation "use" (LoU III or above, see Table 5) were not available for this site. The interviewer, however, was able to conjecture that more than half of the interviewees were not using any form of the innovation (LoU 0-II), although two persons were at the Integration level (LoU V). One-third of the sample were at LoU level 0, neither using the innovation nor planning actively to look into it.

Site 2. Useage at Site 2 was defined as the inclusion of mainstreaming content in courses taught by the subject. The majority of interviewees were users, and most of these were Routine in their use (LoU IVA). Most of the nonusers were at LoU 0, not involved nor moving to become involved in the project.

Site 3. Minimum use criteria at Site 3 were defined as awareness of P.L. 94-142 and its implication for preservice program, acceptance of special education faculty input into regular education courses (guest lectures), inclusion of modules on exceptional children into regular education courses, and modification of regular education courses to include strategies and techniques for mainstreamed students. Most of the individuals interviewed were users, and although spread over the five "user" levels, were predominantly at a Mechanical level (LoU III) or a Renewing level (LoU VI). Nonusers were largely at LoU 0, neither involved nor actively planning to become involved.

Site 4. At Site 4, minimum use was established as the inclusion in a course of a project staff presentation on mainstreaming. With one exception, interviewees were judged to be users. Routine use (LoU IVA) was most frequently found; a pattern for inclusion of mainstreaming had been established, with no changes expected.

Site 5. At this site, use was established as the incorporation of the concepts of P.L. 94-142 into courses taught. A wide range was found in Levels of Use, with no one level predominant. There were more users than nonusers, and most nonusers were becoming oriented (LoU I) or preparing to incorporate concepts into their courses (LoU II).

Site 6. Minimal criteria for use at Site 6 were not available. The interviewer determined that all but one individual interviewed appeared to be users, and most were involved at very high Levels of Use, either actively integrating their work in mainstreaming with others (LoU V), or thinking beyond the immediate project to increase their impact in the area (LoU VI).

Site 7. At Site 7, minimum criteria for use were defined as the modification of course work to include strategies and techniques for mainstreamed

students, and knowledge of the Dean's Grant Project Staff Development Model. Most of those interviewed were users, with several at a Renewal level (LoU VI). Nonusers were uninvolved, showing no movement towards becoming involved (LoU 0).

Site 8. At Site 8, useage was determined by attendence at one (or more) of the project-sponsored activities, use of one (or more) of the available materials on mainstreaming in course(s) taught, or consultation with a special education person about integrating mainstreaming concepts into course(s). The majority of interviewees were not users, (predominantly LoU 0), with no action being taken to become involved. Users were at least routinely involved in the project, with some making student-oriented changes either alone (LoU IVB) or with others (LoU V).

Site 9. At Site 9, minimum use criteria were different for different role groups. Administrators had to have taken steps to bring about changes in their own program area, (e.g., establishment of a study committee). Special education faculty members had to have participated in a collaborative effort with elementary or early childhood faculty members to evaluate and plan curriculum, plus have included some attention to mainstreaming in courses taught (e.g., films and speakers related to mainstreaming). Elementary faculty had to have at least included examples of the application of course content to special children, or had a film, speaker, or discussion about problems and processes related to mainstreaming.

The majority of interviewees were nonusers, primarly at Nonuse (LoU 0) and Orientation (LoU I) levels. Users were either at Routine (LoU IVA) or Integration (LoU V) levels.

Comparison Between Faculty and Administrators

Tables for LoU distributions separating faculty and administrators in the sample were constructed to compare the scores of these two role groups. Essentially, no differences were found. It was noted, however, that with the exception of one, all project directors were at the Refinement level (LoU IVB) or above.

The Pooled Sample

A large amount of variability in Levels of Use was found across sites. Some sites had a predominance of users, others a predominance of nonusers; some sites had individuals mainly at one or two Levels of Use, others had individuals indicating a range of use across nearly all Levels.

In Table 5 the "total %" row summarizes the Levels of Use for all institutions combined. There appears to be a relatively large percentage of

Table 5

LoU Distribution by Site

		Nonusers			Users					
		NONUSE	ORIENTATION	PREPARATION	MECHANICAL USE	ROUTINE USE	REFINEMENT	INTEGRATION	RENEWAL	
Site	Minimum Criteria for Use	0	I	II	III	IVA	IVB	V	VI	N
1	Not available	33%	11%	11%	11%		11%	22%		9
2	Include mainstreaming content in course	27%	9%		9%	36%	18%			11
3	Awareness of P.L. 94-142 Course content including special ed. faculty input, modules on exceptional children, strategies for mainstreaming	27%	9%		27%	9%		9%	18%	11
4	Project staff presentation included in course	9%			9%	73%		9%		11
5	Incorporate P.L. 94-142 concepts in course	9%	9%	18%	18%	18%	18%	9%		11

Table 5 (cont.)

		Nonusers			Users						
		NONUSE	ORIENTATION	PREPARATION	MECHANICAL USE	ROUTINE USE	REFINEMENT	INTEGRATION	RENEWAL		
Site	Minimum Criteria for Use	0	I	II	III	IVA	IVB	V	VI	N	
6	Not available	9%				9%		45%	36%	11	
7	Course content includes strategies for mainstreaming Knowledge of the Dean's Grant Project Staff Development Model	27%		9%	18%			9%	36%	11	
8	Attend one project activity Include in course one material on mainstreaming, or course input from special ed. faculty	45%		9%		18%	18%	9%		11	
9	Administrators: making program changes Special ed. faculty: collaborating with other faculty to plan curriculum and include mainstreaming in course Elementary faculty: include concepts of mainstreaming in course	27%	27%	9%		18%		18%		11	
	Total N	23	7	6	10	20	7	14	10	97	32
	Total %'s	24%	7%	6%	10%	21%	7	14%	10%		

individuals at LoU 0 (Nonuse) and at LoU IVA (Routine) indicating that subjects were either not using the innovation, or were using it in a very stabilized and regular manner. There are few individuals at the Orientation (LoU I), Preparation (LoU II) and Refinement (LoU IVB) levels suggesting that few persons were inquiring about the innovation, preparing for use, or dealing with its impact on clients.

SECTION V: SUMMARY OF FINDINGS

In this section, selected findings of the study are summarized. Only major findings, and those felt to be the most valid are presented.

Discussion of Study Questions 1-3

1. The data, overall, have indicated that the major objectives of the projects could be classified into two groups relating to (1) change in teacher education or (2) faculty development. A third less frequently cited objective, relating to materials development, was identified. The development of materials could function to enhance staff development to ultimately improve teacher preparation. Hence, the third objective might be viewed as a strategy for accomplishing the two primary ones identified; or, staff development and (less important) materials development might be viewed as initial objectives before ultimately improving preservice education.

Faculty members tended to state more and more diverse objectives than did project directors and administrators. This wide range might suggest a potential for disappointment if expectations are unmet. It might suggest that an assessment of faculty needs and expectations, accompanied by increased communication about innovation objectives might be appropriate for future projects.

2. Generally, project activities that were reported were richly diverse and all appeared to be directly related to and supportive of project goals. Despite these efforts, LoU and SoC data suggest that many individuals, at the time of the study, were neither incorporating mainstreaming concepts into their teacher preparation/efforts nor preparing to do so. Although the data do not indicate specific target populations (i.e., specific departmental groups, etc.,) within institutions for the various activities, it might be conjectured that despite efforts which seem appropriate, and which were increasing faculty awareness, many individuals

were not attending to the innovation and others were not fully engaged in its use.

Discussion of Study Questions 4-5

1. The data also indicate that, although there were many nonusers of the innovation, they did not appear to be indifferent or resistent to it. The profiles of nonusers indicated that the majority, although concerned with learning more about the project and its implications for them, were not overly threatened. This implies that the projects have been introduced to prospective users effectively.

2. Concerns profiles further indicated that in addition to the above mentioned group (the positively-disposed nonusers), a second group could be distinguished: impact-concerned users. Roughly 70% of the total sample could be classified as positively-disposed nonusers and 25% as impact-concerned users.

3. Very few in the samples had high Stage 3 (Management) concerns. Management concerns are characteristic of recent implementors. The low frequency (approximately 2%) of new users could be due to time of data collection (i.e., the summer) or to the fact that most of the projects had just completed the final year of a three-year grant and new efforts were possibly not being facilitated or supported. Management concerns can also be low if the innovation is relatively easy and problem-free to implement.

4. There is little indication of new movement from nonuse to use. Interestingly, both concern stages and use levels of both user and and nonuser groups appear to be stable. Only 13% of the subjects were at Orientation or Preparation use levels (LoU I, II). Many more nonusers (24% of the total sample) were at nonuse level (LoU 0), suggesting little preparation, anticipation, or recent movement from nonuse to use. Further, the low incidence of management concerns and personal concerns contributes to confirmation of this notion. An equilibrium appears to be present. Whether or not the cessation of diffusion is desirable cannot be answered within the limitations of this study. Likewise, the possible causes can only be

tentatively inferred: (summer) time of data collection, termination of the grant period, or some other factor, as yet unknown may be responsible.

5. Finally, though no differences were found in Levels of Use between faculty and administrators, most of the project directors were functioning in a highly effective fashion. Their Level of Use ratings indicate that they were adapting their behaviors in different ways to increase project impact. In addition, interviews and other contacts with study researchers confirmed their dedication to the concepts of mainstreaming and their commitment to work with their colleagues.

Discussion Across the Five Study Questions

1. There is strong commitment on the part of the project director leadership. It is impossible not to be impressed by the fact that personnel who have been actively engaged in the projects have a strong belief in the concept of mainstreaming and an equally strong commitment to work with their colleagues to accomplish this end. This does not mean that, in each project, strong leadership necessarily comes from the dean, nor that all faculty are fully receptive, but that leaders are actively dedicated to the task of implementing project goals.

2. In general, the projects are doing what they were supposed to do. In general, activities identified are related to the identified objectives. The energies of the projects are being invested in the kinds of activities that are logically tied to achieving their ultimate goals.

3. There have been a rich variety of activities within projects. Although the goals of the projects are generally similar, there has been much diversity in the activities used to accomplish them. Project leaders have been highly original in creating and borrowing interventions to use in their settings.

4. It appears that most of the project-sponsored activities have dealt with

awareness, orientation and tool-up, with much less emphasis on implementation. As expected, the projects have focused on creating awareness of mainstreaming and building knowledge and experience to examine the concept. Less energy has been placed on implementation and institutionalization of the ideas. Whether more implementation support activities should be expected to have occurred can only be answered on a site-by-site basis after documenting the institution's readiness and potential for change and knowing the goal of the change effort at that site.

5. Project leaders selected very modest minimum criteria for determining use vs. nonuse of a Dean's Grant Project. For the majority of the sites where data were collected, project staff decided that to be considered a "user" of Dean's Grant Project/Mainstreaming ideas, the individual had only to include mainstreaming concepts in his or her regular courses. This might involve simply having a special education faculty speaker or showing a film. This raises several questions. Would project staff be content if all these individuals ever did was invite a speaker or show a film? Would faculty members ever need to have their own knowledge and/or skills enriched so more in-depth treatment of mainstreaming in their courses might occur? Is such in-depth treatment a preferred goal of project staff, and if so, what moves are they making to support further faculty development? In general, the question is whether the minimum use is and will always be acceptable.

6. It is not possible to document change with a one-time snapshot of project activity. One frustration of a study with a single data collection is that changes cannot be monitored. Thus, we do not know how the concerns and levels of use of individuals assessed are related to the activities that have been conducted in each project. This leaves many intriguing questions unanswered.

For example, it might be said that if a given Dean's Grant Project began with a nucleus of interested faculty and administrators, and after three years this

nucleus did not expand to make full users of many of the remaining faculty and administrators, then the project was not a success. In this case, the Level of Use distribution and concerns profiles from early in a project would have been similar to those obtained in this study at the end of two or three years. Nothing would have changed as a result of project activity. On the other hand, if there was absolutely no awareness of or involvement with mainstreaming at the beginning of a three year project, then the SoC and LoU data from this study would represent significant change due to project activity. Not having baseline data allows us to say nothing about the effects of project activities on concerns about or use of mainstreaming ideas at these sites.

SECTION VI: LIMITATIONS, ISSUES AND RECOMMENDATIONS

This study was exploratory in design and execution. The data base was not complete for all institutions or all subjects. The LoU interviewer had minimal training and the data collection was done during the summer months when many faculty, administrators, and researchers took vacations. In addition, the interviewing was done by project directors and deans who knew the study agenda. It is very likely that some error and bias were introduced by these factors. Therefore, the findings and interpretations presented should be accepted with caution; they are offered in the formative spirit with which the study was done.

Change is a Process

As pointed out early in this report, recent research studies and practitioner opinion agree on the importance of viewing change as a process rather than as an event. The findings of this study document many of the activities, stages and levels that comprise the steps in the process. Credit must be given to these policy persons who recognized the existence of this process when it came to implementing P.L. 94-142.

The Dean's Grant Projects studied clearly illustrate different steps along the way from nonuse to full institutionalization. None of the projects were at absolute zero and none had fully institutionalized mainstreaming. All, however, were involved in activities that should lead toward the goal.

What is INSTITUTIONALIZATION of Mainstreaming?

A major definitional problem faced in this study was attempting to understand what an observer would see people doing if a Dean's Grant Project/Mainstreaming were "institutionalized." How would one know? What would be measured?

How would things be different after institutionalization than they were before?

It appears that this question has not been clearly or consistently defined by or for the project leadership. Several of the three year old projects were funded with an initial heavy focus on inservice activities, while others have a preservice focus. Regardless of the focus, it is not clear what would be happening operationally in these institutions if the innovation was institutionalized.

For individuals and institutions to move through the change process and successfully institutionalize use of an innovation (process or product), or for evaluators to evaluate the change process or effects of the innovation, the state of institutionalization must be operationally defined. Further, that definition must be consistent over time so that the change process can unfold directionally toward the desired end.

Lacking this definition and consistency in the definition leads to the mixed results that are observed within and across institutions in this study. The variation in minimal criteria for "use" of the project and the large number of positively disposed nonusers are most likely a result of lack of clarity of what the end looks like. Change facilitators can lose sight of the end as easily as policy makers. In either case, individual faculty and students are left uncertain of their role with the innovation and an evaluator can neither determine success or failure nor make many constructive suggestions.

How is LEADERSHIP Capacity Developed?

A key to the degree of movement of an institution has to be the leadership ability of those responsible for facilitating change. Yet, little is done to offer assistance through consultation, training, access to diagnostic tools or sharing problems and solutions to increase the skill of most change facilitators.

There is not even a great deal of agreement on the characteristics for selecting promising project leaders or when and which opportunities to provide them to develop their capacity for leadership.

Too much management of the change process is left to chance and the intuitive best intentions of project directors. Assistance should be available to clarify minimum criteria for use of the innovation for different role groups and a definition of institutionalization needs to be developed. Change facilitators on the firing line need diagnostic tools and, at times, the advice of a third party observer to help them reflect on their options and how to best allocate their time, energy and other resources. Successful change is not simply the result of receiving a grant and picking an innovation. The change process must be carefully attended to, as well as the technology of the innovation.

Thought Needs to be Given to Evaluation of the IMPLEMENTATION of P.L. 94-142

P.L. 94-142 is in many ways an unprecedented piece of legislation. The law is a reality. Implementation of the law is involving a widespread network of people, institutions, and resources in an array of activities. Many questions are being asked, and others should be asked. A comprehensive plan for analysis of the process and effects of <u>implementing</u> P.L. 94-142 needs to be developed.

The costs, benefits, and consequences of implementing a major policy change in education must be considerable. In this case, there appears to be little disagreement with the philosophy of the law, but there is considerable variation in the configurations of how the law is being implemented.

What does it mean to American educational institutions to have to implement the change? What are the effects on regular education kids and special education kids? What does the institutionalization of mainstreaming mean in a school and a teacher education program? What does it mean <u>operationally</u> to have mainstreaming

institutionalized nationally? How will you know it has been accomplished? Do all teacher education faculty have to be doing something (what ?) to have institutionalization? How much can really be added to the few contact hours that presently exist in preservice teacher education programs? Which kids lose teacher contact time when the teacher must attend to a wider range of diversity in the regular classroom? How long does it take to implement an innovation such as mainstreaming in 90% of the schools in this country? (Remember, Paul Mort found 40 years ago that it took 50 years.)

These and other questions can be raised. We need a programmatic view of which questions are most important. The questions need examination and studies need to be done related to many of the important ones.

It is certain that other laws like P.L. 94-142 will be directed toward educational institutions. Policy makers, change facilitators, administrators, teachers who must carry out the mandates with kids, the kids, and their parents all need more information about what it takes to effectively and efficiently implement new policies.

Should This Study be Replicated?

As we described in the early parts of this report, this study was most certainly exploratory. It was exploratory in terms of its objectives and exploratory in terms of some of the procedures used. Some insights were gained into the Dean's Grant Projects, and into what could be done better if the study was replicated. Suggestions for a repeated study include:

1. Level of Use interviewers need to be fully trained with acceptable reliability. Three days of training is not sufficient, even for deans and project directors.

2. Minimum criteria for determining use or nonuse should be the same across

all sites so that LoU data can be easily compared and accumulated.

3. Data should be collected at least two times in the life of the project (preferably once before it begins) so that project effects can be more easily inferred.

4. Data should not be collected during the summer months.

5. Responsibility for coordination and management of data collection should be assigned to one person and one institution. Otherwise, there are continuous communication breakdowns and missed data points.

6. Tighter checks on data collection should be developed to insure that all the data are collected and returned.

7. A larger number (20 or more) of LoU interviews should be conducted at each site.

8. More qualitative data should be collected, some by ethnographic techniques.

9. The U.S. mail should not be trusted with vital materials.

10. The pros and cons of using project staff to do data collection should be carefully considered. It clearly increases observer bias and greatly increases the problems of managing data collection. However, it also increases ownership and understanding of the study. Other pay-offs include project leaders developing new skills and having an opportunity to take an in-depth look at another project. However, at times they did not fully understand the intricacies of data collection and did not always put data collection as the number one item on their list of things to do for the day.

All and all, we believe that the study should be done again with revision.

This study was exploratory in many ways and is offered in the spirit of

formative evaluation. We invite discussion about the study, the projects, the the findings, the implications. We hope the study will not just be accepted and shelved, but will stimulate thought and new dialogue about what we understand and what we do not yet know about the change process, making and implementing educational policy, research, evaluation, development, and delivering an optimal education to all learners, each with his or her own exceptionalities.

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The LoU Chart: Operational Definitions of Levels of Use of the Innovation. Austin: Research and Development Center for Teacher Education, The University of Texas, 1975.

Appendix A

Project Director Survey Forms

Name and Phone Number of Respondent _____ Project Site _____

Name and brief description of activity	Check (x) Appropriate	Estimated #	Time (year)
#1	1. Faculty/Staff/Student Development A. Was the primary target ☐ college administrators? ☐ college faculty? ☐ pre-service? ☐ in-service? ☐ other? B. Was the primary objective ☐ to increase awareness of mainstreaming? ☐ to change attitudes? ☐ to change overt behavior? ☐ other (specify)? _____ 2. Development of teacher preparation program A. Was the type of activity ☐ designed to stimulate program change? ☐ a product to be used in the program? ☐ other (specify)? _____ B. Was it designed to facilitate or improve ☐ the original structure of the preparation program? ☐ the curriculum content of the program? ☐ the procedures of the program? ☐ other (specify)? _____		
#2	1. Faculty/Staff/Student Development A. Was the primary target ☐ college administrators? ☐ college faculty? ☐ pre-service? ☐ in-service? ☐ other? B. Was the primary objective ☐ to increase awareness of mainstreaming? ☐ to change attitudes? ☐ to change overt behavior? ☐ other (specify)? _____ 2. Development of teacher preparation program A. Was the type of activity ☐ designed to stimulate program change? ☐ a product to be used in the program? ☐ other (specify)? _____ B. Was it designed to facilitate or improve ☐ the original structure of the preparation program? ☐ the curriculum content of the program? ☐ the procedures of the program? ☐ other (specify)? _____		

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Dean's Grant for Mainstreaming

Project Site _____

Person completing this _____
Position _____ Telephone number ( ) _____

Of all activities listed choose 3 which you believe to have been most important or noteworthy. Describe briefly why you have given special rating to these.

Activity	Reason, comments
1.	
2.	
3.	

Appendix B

Two Page Summary of Interview Questions

Check one: _____ project director _____ administrator _____ faculty

atings:

☐ KNOWLEDGE - Please describe the Dean's Grants Mainstreaming Project on your campus. What do you see as some of its strengths and some of its weaknesses for your situation?

☐ ACQUIRING INFORMATION - Are you currently looking for any information about the Project or about mainstreaming? If so, what kinds of information? Why?

☐ SHARING - Do you talk with others about the Project? If so, what do you tell them?

☐ ASSESSING - Have you done any evaluating of your use of the Project? Please describe.

☐ PLANNING - What are your plans in terms of the project and its objectives?

☐ STATUS REPORTING - Please summarize where you see yourself with respect to the project.

☐ PERFORMING - Please describe your current involvement with and/or use of the Dean's Grants Mainstreaming Project on your campus.

☐ OVERALL LoU - Have you made any changes in what you have been doing that has involved the project on your campus? If so, please describe.

Additional Information - Dean's Grants Interviews

Check one:

_____ project director _____ administrator _____ faculty

1. What do you see as the objectives of the Dean's Grants Mainstreaming Project on your campus?

2. Have these objectives remained the same since the project began or have they changed? If they have changed, in what way(s)?

3. What activities have you been involved in that related to the Dean's Grants Projects?

4. Are there any particular issues that the project has raised for you? Any particular problems or concerns that you have about it?